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ABSTRACT

This chapter on designing and implementing effective staff development programs is taken from a guide to instruction and services for students with disabilities. The chapter focuses on assessment of staff development needs and identification of priorities for training. Staff development options are discussed in terms of formats (such as workshops, summer institutes, videotape applications) and levels of training based on target audience. Planning staff development programs involves the following steps: identifying needs, considering the characteristics of adult learners, establishing goals and objectives, obtaining commitments, and designing the program. Extrinsic and intrinsic incentives are discussed. Methods for determining the effectiveness of the staff development program are noted. Appendixes include a needs assessment instrument, a list of characteristics of adult learners, and a staff development checklist. (Contains 37 references.) (JDD)

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Chapter 12

Planning and Implementing Effective Staff Development Programs

Beverly V. Cline, Bonnie S. Billingsley, and Michele Farley

INTRODUCTION

Staff development is "the provision of activities designed to advance the knowledge, skills, and understanding of teachers in ways that lead to changes in their thinking and classroom behavior" (Fenstermacher & Berliner, 1983, p. 4). Unfortunately, staff development programs are often ineffective. Guskey (1986) observed that almost every major study of staff development in the last 30 years has emphasized its general lack of effectiveness. Reasons offered for ineffective programs include failure to identify relevant staff development needs and priorities, offering one-shot and disjointed inservice programs, and lack of follow-up assistance. However, with systematic assessment and planning, staff development programs can be effective.

This chapter provides guidance to those responsible for staff development programs by addressing the following three questions:

1. **How can staff development needs be assessed?**
2. **What are best practices for planning and implementing staff development programs?**
3. **How can the effectiveness of the staff development program be determined?**

1. HOW CAN STAFF DEVELOPMENT NEEDS BE ASSESSED?

Assessing needs is critical, since effective staff development programs are based on participants' needs. The first section of this chapter provides a variety of strategies that can be used to assess staff development needs and identify priorities for training. Examples of needs assessment instruments are included in the appendixes.

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Assessing Staff Development Needs

Effective staff development programs are based on participants' needs (Daresh, 1989). Therefore, educational leaders must assess the professional development needs of all staff members systematically. A variety of information sources and data

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collection methods can be used to determine needs. By using a variety of sources, administrators can examine needs more comprehensively. Close inspection might reveal that some identified needs result from systemic problems such as inadequate resources rather than from insufficient training.

Information Sources

Individuals who may be helpful in identifying and prioritizing training needs include those who work or live with students who receive special education, personnel who supervise the programs, and professionals who help set standards for service delivery. Examples of these groups of people include the following:

- Building-level personnel (e.g., teachers, principals, guidance counselors, etc.).
- Students and their families.
- District-level supervisors (e.g., special education, pupil personnel, or specialty area).
- Professionals outside the school system (e.g., state level supervisors, those involved in setting certification standards, experts, university faculty, etc.).

Other sources of information include program descriptions; personnel records; student records; certification standards; and professional literature.

Methods of Collecting Information

Methods of collecting information include needs assessment instruments, interviews, observations, and reviews of records. The examples that follow illustrate possible approaches to collecting information on training needs.

Needs Assessment Instruments

Administrators and supervisors can use questionnaires to assess the training needs of special and general education personnel and to establish staff development priorities for these personnel. These may be open-ended or structured instruments. An example of an instrument designed for assessing the staff development needs of special education personnel is included in Appendix A. (For additional instruments for other teachers and related services personnel, see Cline et al., 1991a and 1991b.)

Interviews

Personnel can be invited to participate in individual or group interviews to (a) discuss needs for professional development or (b) clarify or expand on their

responses to questionnaire items. Possible strategies for identifying and prioritizing needs include brainstorming, consensus building, and nominal group techniques (VanGundy, 1988).

Observations

Personnel can be observed by immediate supervisors, peers, or experts as they work with students or their families. Observation data provide information about what is working well, in addition to needs for staff development.

Surveys, Research, Outside Experts

Supervisors can consult outside experts, certification standards, and the professional literature regarding what professional competencies are needed, what personnel should be doing, and what level and type of services should be offered. Supervisors can compare these ideal descriptions to what the situation actually is in their district. The discrepancies between "what should be" and "what is" are the needs to be addressed.

Assurances

Those responding to questionnaires should be assured that their responses will be treated confidentially. However, in instances where there are only one or two representatives of a personnel category in the school district, true confidentiality may be impossible. Other assurances should be given relating to who will use the information and for what purposes.

Analyze Content

Once needs have been assessed, supervisors should perform the following steps to analyze the information gathered and determine staff needs:

1. List needs and assign them to categories.

2. Analyze and prioritize needs by topic areas and by special interest groups.

3. Use analyses to formulate goals for the staff development program.

2. WHAT ARE BEST PRACTICES FOR PLANNING AND IMPLEMENTING STAFF DEVELOPMENT PROGRAMS?

Recent literature on staff development provides guidance to those responsible for planning and conducting staff development programs. Findings from the literature are highlighted in the following section.

Staff Development Options

Staff development formats and topics can vary depending on the staff development objectives and participants' learning styles and needs (Laycock & Patton, 1991).

Formats

Current research on effective staff training suggests that programs delivered in a variety of formats are more likely to produce desired changes in practice than those that are not (Brandt, 1987; Joyce & Showers, 1980; Villa, 1989). Staff developers should seek participant input and then offer participants training options that address their personal needs and professional developmental stages. Current best practices (Villa, 1989) include the following options:

- Graduate courses.
- Workshops.
- Staff meetings.
- Contracted inservice programs.
- Optional inservice programs for recertification.
- Mini-sessions.
- Teacher centers.
- Visits to other schools or classrooms (either inside or outside the system).
- Videotape applications.
- Summer institutes.
- Regional conferences.

Topics

Villa (1989) has suggested that four levels of training be offered in any school district. **Level One** provides appropriate training for any member of the school and community and may include such topics as effective schools research, best practices in special education, and models for collaboration and teaming.

Level Two provides more in-depth knowledge of legal issues and best practices to parents, community members, and school personnel. Training can be developed that addresses identified needs in the following areas (Villa, 1989, p. 174):

- Parent and community involvement.
- Parent-professional partnerships.
- Legal rights and safeguards.
- Individualized Education Plans.
- Behavior management.
- Community-based training.
- Building a work history before graduation.
- Transition between school environments.
- Transition to adult services.
- Interagency cooperation.
- Post-high-school follow-up.

Level Three provides training for instructional personnel and supervisors who are trying to offer more heterogeneous instructional opportunities for students. These topics may include the following (Villa, 1989):

- Outcome-based instruction.
- Cooperative learning.
- Computer-assisted instruction.
- Positive behavior management.
- Teaching social skills.
- Peer tutoring.

Level Four provides training for supervisory personnel. Supervisors need training for their roles as observers and supervisors of instruction (Villa, 1989).

Inservice Programs

The most common but most unpopular type of staff development is the inservice program. Inservice programs may take the form of several of the options just listed, but most frequently they are presented through lectures and demonstrations, with little audience participation. Research indicates that when inservice programs are presented for the sole purpose of transmitting information, there is little change in the practices of the participants (Korinek, Schmid, & McAdams, 1985). For inservice programs to be effective, they must combine information with a series of sequenced skill-acquisition objectives presented over several sessions. These are developed through a well-planned assessment of needs, careful observation, and systematic record keeping. A well designed inservice program should allow participants to become actively involved in learning and translating new knowledge into practice.

Successful inservice programs provide participants with opportunities to reflect on and discuss current practices in light of new knowledge. Effective techniques include

- Reviewing the theory behind the approach.
- Reviewing videotapes of the actual process.
- Role playing and simulations.
- Demonstrating with debriefing about problem areas.
- Coaching and teaching the skill to others.

Inservice training sessions should always be followed by supervised opportunities for application such as mentoring, coaching, and/or clinical supervision (Joyce & Showers, 1980; Lambert, 1989; Villa, 1989).

Planning Staff Development Programs

Identify Needs

Successful staff development programs are those in which staff members actively participate in planning. Participants who perceive that their own individual needs are being addressed develop a sense of ownership and responsibility for the proposed changes in practice (Korinek et al., 1985). The first part of this chapter outlined methods that may be used to assess participant needs. The content and format of the staff development program should be specific to the assessed needs (Minix & Pearce, 1986).

Consider the Characteristics of Adult Learners

Those planning staff development programs need to consider the unique characteristics of adult learners. Adults have more experiences than children and adolescents, and they seek to connect new learning with past experiences. They prefer to have a say in what is learned and need opportunities to relate content to current endeavors. Many adults fear change and appreciate a learning environment that is nonthreatening (Laycock & Patton, 1991). Most adults produce their own motivation for learning (e.g., teachers seek ideas they can use to solve their classroom problems). However, those planning and implementing staff development programs can encourage and create conditions that will nurture what already exists in the adult learner (Wood & Thompson, 1980). Appendix B contains a list of characteristics of adult learners that staff development planners should find helpful as they develop responsive programs.

Establish Goals and Objectives

A decision-making group of key stakeholders should establish goals and objectives that are specific to local needs (Minix & Pearce, 1986) and address the unique needs of each participating group. These goals and objectives also should address participants' needs at different stages of their professional development (Peterson, 1987) and reflect the characteristics of the adult learner (Lambert, 1989; Minix & Pearce, 1986). The goals guide the development of the plan and should be clear and action oriented (Creamer, 1986). Objectives based on prioritized needs provide the framework for the sequence of staff development activities. Once goals and objectives are set, a list of proposed sessions and activities can be developed and disseminated to staff members.

Obtain Commitments

The success of staff development programs is dependent on obtaining serious commitments from participants, administrators, and school district personnel (Creamer, 1986; Minix & Pearce, 1986; Palinscar, Ransom, & Derber, 1989). Staff members may be provided with a list of proposed sessions and activities and asked to rank-order those they would most likely attend. They may also indicate the format and times they prefer for training activities (Korinek et al., 1985).

Commitment must be obtained from administrators to provide the staff and resources necessary to implement the programs (Creamer, 1986; Glatthorn, 1990; Minix & Pearce, 1986). Commitments are also needed from program presenters. These may include external presenters (e.g., university faculty, State Department of Education consultants, text or materials representatives) and/or internal presenters (e.g., expert teachers, supervisors, principals, other central office administrators), depending on the goals of the program (Minix & Pearce, 1986).

Design the Program

A formal written plan should be developed indicating topics, activities, and formats that have been selected for the program. The plan should consider best practices, participant characteristics, participant input, and available resources. It should also include the following:

- A description of the roles and responsibilities of program facilitators.
- Timelines that indicate the desired sequence of activities.
- Procedures for evaluating both the individual activities and the total staff development program (Creamer, 1986).
- Procedures for continual feedback and follow-up to initial training (Palinscar, Ransom, & Derber, 1989; Showers, 1990) and opportunities for teacher collaboration (Glatthorn, 1990).

Incentives

Staff developers should try to establish an atmosphere of collegiality and trust (Darling-Hammond & Foster, 1987; Glatthorn, 1990; Lambert, 1989), provide a wide choice of training options, and build in meaningful incentives and rewards to encourage participation of staff members. Incentives such as the following might be considered (Garmston, 1987; Little, 1985; Villa, 1989):

Extrinsic Incentives

- Graduate course credit.
- Recertification credit.
- Salary increases due to training.
- Reimbursement of expenses for training.
- Release time.
- Child care provisions during training.
- Continuing education credits.

Intrinsic Incentives

- Professional growth.

- Contribution of knowledge to the field.
- Professional recognition.
- Increased collegiality with peers.
- Opportunities for leadership.

3. HOW CAN THE EFFECTIVENESS OF THE STAFF DEVELOPMENT PROGRAM BE DETERMINED?

The best practices described in the previous sections become the standard by which the actual staff development program will be judged. To make these judgments, the evaluator must use systematic evaluation procedures to determine the extent to which staff needs and interests have been met and to plan for future staff development programs (Effectiveness Indicators for Special Education, 1986).

Specific evaluation questions include (a) "Did the staff development program meet its objectives?"; (b) "How can we improve this program during future offerings?"; (c) "In what ways have personnel changed their behaviors as a result of the programs?"; and (d) "What additional training needs have staff identified?"

Evaluating the Staff Development Program

Any aspect of a staff development program can be evaluated, such as the program's goals, design, implementation, and/or outcomes (Popham, 1988). Once the evaluator decides what aspects should be evaluated, a decision can be made about what information is needed or what questions should be asked. These questions will guide the remainder of the evaluation. (A checklist that may be helpful in determining whether best practices are incorporated in the evaluation plan can be found in Appendix C).

Choosing the Evaluation Questions

The list of possible evaluation questions is endless, but the following are examples that may be used for each aspect of the program:

Evaluation Questions Related to **Goals**

- Do the goals of the staff development program reflect the needs and interests of staff?

- Are the goals of the staff development program realistic? (e.g., can they be met considering the resources available, the format offered, and the participants' characteristics?)

Evaluation Questions Related to the Program **Design**

- Is the plan or design consistent with best practices for staff development?
- Are sufficient resources available for implementing the staff development plan?

Evaluation Questions Related to **Implementation**

- Has the program been carried out according to plan?
- Was the presentation timely and convenient?
- Was the speaker knowledgeable and prepared?
- Were the facilities adequate?
- Were refreshments and breaks scheduled adequately?
- Were materials and handouts available?
- Were evaluation forms distributed?

Evaluation Questions Related to **Outcomes** of Staff Development

- To what extent were the learning objectives met?
- To what extent did meeting these objectives reduce the need for training (Knowlton, 1980)?

Answering the Evaluation Questions

Evaluation questions are answered by collecting information from a variety of sources, using a variety of methods. For example, Knowlton (1980) suggested the following:

- **Pretest/posttest** approaches may be used to determine immediate training outcomes.
- **Observations** of participants during training may provide feedback that allows for immediate change in the training sessions.

- **Long-term follow-up** allows the evaluator to determine the effectiveness of training by observing participant behavior and/or student progress. Follow-up also allows the evaluator to discover needs for ongoing technical assistance.

Making Judgments

Judgments are made about the effectiveness of programs by comparing "what should be" with "what is" (McLaughlin, 1988). In other words, performance information that is collected prior to, during, and following training ("what is") is compared to the delineation of "what should be" in the program description (see Chapter 2, "Program Vision and Descriptions").

Judgments about staff development program effectiveness or needs for modification are based on the presence or absence of discrepancies between the actual and the ideal. These judgments form the basis for making programming decisions. The checklist in Appendix C may help in determining the existence of discrepancies.

SUMMARY

Staff development is important to the continued professional development of teachers. Planning relevant staff development programs requires an understanding of the audiences needs as well as knowledge about planning and implementing effective programs. This chapter provided guidelines for assessing staff development needs, outlined best practices for staff development programs, and suggested how staff development programs might be evaluated.

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APPENDIX A

Assessment Instrument for Special Education Personnel

Staff Development Questionnaire for Teachers of Students with Emotional Disturbance, Learning Disabilities, and Educable Mental Retardation

This questionnaire is designed to assess the staff development needs of special education teachers. The results will be used by the Virginia Department of Education to develop the Virginia Comprehensive System of Personnel Development (CSPD) plan. You, as teachers, know most about your needs. Your input can contribute much to alleviating problems associated with working with special needs students. Your response to this questionnaire will be treated confidentially and only a summary of the findings will be reported. Thank you for your assistance.

Source: *Cline, B., Radcliffe, P., Billingsley, B., Schetz, K., Egner, S., & Cross, L. (1991a). Assessment of Staff Development Needs for Special Education Teachers and Speech-Language Pathologists. Final report submitted to the Virginia Department of Education, Richmond.*

For an indepth report of the results of this particular survey, see Radcliffe, P. M. (1992). A comparison of staff development needs of beginning and experienced special education teachers of the mildly disabled. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg.

Virginia Department of Education

Staff Development Questionnaire for Teachers of Students with Emotional Disturbance, Learning Disabilities, and Educable Mental Retardation

*IMPORTANT: An opscan answer sheet is provided for recording responses to each item. Item numbers listed on the left side of each question must match the item number on the opscan answer sheet. Use a #2 pencil to record your answer on the answer sheet. Blacken the circle that corresponds to your answer. Please carefully follow all directions regarding the use of the answer sheet. The recording format is somewhat different for Parts I and II.

Part I. Training Needs

IN THIS SECTION WE ARE INTERESTED IN KNOWING THE EXTENT TO WHICH THE FOLLOWING STATEMENTS ARE RELEVANT TO YOUR JOB RESPONSIBILITIES AND THE EXTENT TO WHICH YOU FEEL A NEED FOR ADDITIONAL TRAINING IN THESE AREAS.

FIRST, PLEASE INDICATE THE EXTENT TO WHICH EACH OF THE FOLLOWING STATEMENTS IS RELEVANT TO YOUR CURRENT POSITION. SECOND, PLEASE INDICATE THE EXTENT TO WHICH YOU FEEL A NEED FOR ADDITIONAL TRAINING IN EACH AREA. ON THE ANSWER SHEET, RESPONSE OPTIONS NUMBERED 1-4 CORRESPOND TO RELEVANCE AND RESPONSE OPTIONS NUMBERED 6-9 CORRESPOND TO NEED. FOR EXAMPLE, ON THE ANSWER SHEET IF THE ITEM IS VERY RELEVANT TO YOUR JOB BUT YOU HAVE NO NEED FOR FURTHER TRAINING, BLACKEN CIRCLE "4" AND CIRCLE "6". RESPONSE OPTION "5" ON THE ANSWER SHEET SHOULD BE LEFT BLANK FOR PART I, TRAINING NEEDS.

Relevance				Need			
Not Relevant			Very Relevant	No Need			Great Need
1	2	3	4	6	7	8	9

ASSESSMENT/DIAGNOSIS

1. Know legal provisions regarding due process and nondiscriminatory assessment of students with disabilities

2. Understand definitions, characteristics, and identification procedures specific to students with disabilities

3. Aware of cultural factors that influence the assessment process

	Relevance				Need			
	Not Relevant			Very Relevant	No Need			Great Need
	1	2	3	4	6	7	8	9

ASSESSMENT/DIAGNOSIS (con't)

4. Aware of special health problems which may occur concomitantly with learning disabilities, emotional disturbance, and mental retardation (e.g., diabetes, epilepsy)

5. Evaluate and select assessment instruments based on appropriateness, reliability and validity

6. Administer, score, and interpret standardized, diagnostic, and achievement tests

7. Design and administer informal tests (e.g., criterion referenced tests, teacher-made tests)

8. Design and use curriculum-based assessment

9. Administer, score, and interpret adaptive behavior measures

10. Use systematic observations for academic and social assessments

11. Understand and interpret reports generated by multidisciplinary assessments

12. Communicate assessment information (oral and written format)

*NOTE: Reconsider items 1-12 and identify your most critical training need by blackening response option "10" for that item.

INDIVIDUAL EDUCATION PROGRAM (IEP) PLANNING AND PLACEMENT

13. Generate goals and objectives based on current level of educational performance

14. Know when and how to develop, revise, and implement the IEP

15. Know who must be present at an IEP committee meeting

16. Involve parents in the development of the IEP

17. Know the essential elements of each IEP component (e.g., present level of educational performance, annual goals, short term objectives, etc.)

18. Develop a behavior management plan in the IEP

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Relevance				Need			
Not Relevant 1	2	3	Very Relevant 4	No Need 6	7	8	Great Need 9

INDIVIDUAL EDUCATION PROGRAM (IEP) PLANNING AND PLACEMENT (con't)

19. Participate in transition planning for students (e.g., moving from middle to high school; moving from high school to job placement or further training/education; movement from special education to general education)

20. Know that all services listed in the IEP must be provided to the student as specified

21. Know how to determine when a student is in need of extended school year services (i.e., programs or services provided beyond the 180 school days if child shows need)

22. Know how to access extended school year services within the locality

23. Know when and how often placement decisions should be made

24. Make well-informed contributions to placement decisions

25. Know what placement options are and should be available locally

26. Indicate the extent to which students with disabilities will participate in mainstreamed academic, non-academic and extracurricular activities

*NOTE: Reconsider items 13-26 and identify your most critical training need by blackening response option "10" for that item.

INTEGRATION AND COLLABORATION

27. Understand the issues related to integrating students with disabilities into mainstream activities (e.g., emotional, social, academic and related service)

28. Use a variety of effective strategies for integrating students with disabilities into the general education program

29. Establish cooperative relationships with general and special education classroom teachers

Collaborate effectively with general educators in developing academic, behavioral interventions, and accommodations:

30. At the prereferral level for at-risk students

31. For nondisabled students who are experiencing problems in the classroom

Relevance				Need			
Not Relevant 1	2	3	Very Relevant 4	No Need 6	7	8	Great Need 9

INTEGRATION AND COLLABORATION (con't)

32. For integrating students with disabilities into general education programs

*NOTE: Reconsider items 27-32 and identify your most critical training need by blackening response option "10" for that item.

CURRICULUM

33. Understand major curricula approaches (e.g., remedial, tutorial, affective, behavioral, self help, vocational training, developmental)

Identify, analyze, evaluate and modify curricula (goals, materials, methods) to teach the following instructional areas:

34. Reading Skills

35. Written/Oral Language

36. Listening Comprehension

37. Math

38. Science

39. Social Studies/History

40. Physical Education

41. Health/Family Life

42. Social/Interpersonal skills

43. Career/Vocational skills

44. Learning Strategies/Study Skills

	Relevance				Need			
	Not Relevant 1	2	3	Very Relevant 4	No Need 6	7	8	Great Need 9

CURRICULUM (CON'T)

Facilitate language development by:

45. Understanding the milestones of normal language development

46. Understanding language disorders related to exceptional learners

47. Awareness of cultural differences in language use

48. Understanding relationships between normal receptive and expressive language development (e.g., listening, speaking, reading, writing, spelling)

49. Aware of individual differences which may affect career and vocational decisions (e.g., abilities, values, and physical conditions)

50. Use knowledge of state and local economic conditions, employment opportunities and entry level skills when providing guidance to students

***NOTE:** Reconsider items 33-50 and identify your most critical training need by blackening response option "10" for that item.

INSTRUCTIONAL STRATEGIES

51. Teach multiple subjects to students with a variety of ability levels and learning styles

52. Plan lessons and activities based on assessment information about students' problems

53. Provide systematic instruction which enables students to achieve lesson objectives and long-term goals (e.g., task analysis)

54. Select methods/materials that match students' needs and learning objectives

55. Use various media as an integral part of the instructional procedure (e.g., computers, audiovisual aids)

56. Communicate realistic expectations to students

57. Provide direct instruction that promotes maintenance and generalization of skills (e.g., modeling, guided practice, pacing of lessons, sufficient time for practice, etc.)

	Relevance				Need			
	Not Relevant 1	2	3	Very Relevant 4	No Need 6	7	8	Great Need 9

INSTRUCTIONAL STRATEGIES (con't)

58. Use alternative teaching strategies (e.g., choral responding, peer tutoring, cooperative learning)

59. Use verbal, gestural, and physical prompts during instruction

60. Help students develop strategies that enable them to become independent learners (e.g., self-monitoring, self-evaluation, study skills)

61. Monitor and evaluate student progress continuously by using graphs, anecdotal records, progress reports, etc.

62. Evaluate and modify instructional techniques based on student progress

*NOTE: Reconsider items 51-62 and identify your most critical training need by blackening response option "10" for that item.

BEHAVIOR STRATEGIES

63. Understand ethical and legal responsibilities associated with behavioral interventions

64. Understand how various factors influence the interpretation of what is normal (e.g., chronological age, developmental level, cultural values)

65. Understand behavior theory as it relates to learning

66. Implement a variety of behavior interventions (e.g., contracts, cognitive behavior strategies, life-space interview)

67. Maintain classroom order by using a positive and consistent approach (e.g., cuing, redirection reinforcement)

68. Motivate students by identifying interests and appropriate reinforcers

69. Understand when and how to use crisis management techniques

*NOTE: Reconsider items 63-69 and identify your most critical training need by blackening response option "10" for that item.

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	Relevance				Need			
	Not Relevant 1	2	3	Very Relevant 4	No Need 6	7	8	Great Need 9

ADVOCACY AND OTHER ISSUES

70. Communicate effectively with other professionals, paraprofessionals, and parents (e.g., verbal and written reports, completion of forms, checklist, etc.)

71. Initiate and maintain cooperative relationships with parents, educators, and non-school personnel

72. Conduct conferences with parents or other professionals

73. Use a variety of approaches to encourage parent involvement

74. Develop, implement, and evaluate home-school interventions

75. Comply with federal and state regulations related to the education of students with disabilities (e.g., due process procedures, suspension/expulsion guidelines, confidential issues)

76. Understand the suspension/expulsion guidelines for students with disabilities

77. Develop and implement time and stress management skills for myself

78. Serve as student advocate

79. Facilitate learning experiences that promote self-esteem in students with disabilities

80. Help students understand their disabilities

*NOTE: Reconsider items 70-80 and identify your most critical training need by blackening response option "10" for that item.

Part II. Demographic Information

Please provide the following information about yourself (Blacken the circle on the answer sheet that corresponds to your response choice for each item).

81. Age (1) 25 or less (2) 26-30 (3) 31-35 (4) 36-40 (5) 41-45 (6) 46-50 (7) 51-55 (8) 56-60 (9) 61+

82. Gender 1) Female 2) Male

83. Which best describes you?

(1) White (2) Black (3) Other

84. Highest level of education:
(1) Bachelors Degree
(2) Masters Degree
(3) Specialist
(4) Doctorate

85. How many years experience have you had in education altogether (including teaching and non-teaching experience)?

(1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6-10 (7) 11-14 (8) 15-19 (9) 20-25 (10) 26+

86. How many years of teaching experience have you had?

(1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6-10 (7) 11-14 (8) 15-19 (9) 20-25 (10) 26+

87. How many years have you taught in special education?

(1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6-10 (7) 11-14 (8) 15-19 (9) 20-25 (10) 26+

88. What area of exceptionality are you presently teaching (Choose only one)?

(1) Seriously Emotionally Disturbed
(2) Learning Disabled
(3) Educable Mentally Retarded
(4) Other

89. What is the general level of most students you serve? (Choose primary assignment if more than one)

(1) Elementary
(2) Middle School/Junior High
(3) Secondary/High School
(4) Post Secondary/Adult Services

90. What type of setting are you currently teaching? (Choose primary assignment if more than one)

(1) Consulting teacher
(2) Itinerant
(3) Resource
(4) Combined resource/self-contained
(5) Self-contained
(6) Special school
(7) Home-based/Hospital instruction

Thank you for your assistance.

Please return only the opscan sheet (do not fold).

APPENDIX B

Characteristics of Adult Learners

Characteristics of Adult Learners

1. Adult learning styles differ from those of children and adolescents (Christensen, 1983).

2. Adults bring a wide range of previous experiences, knowledge, skills, self-direction, interests, and competence to any learning experience (Wood & Thompson, 1980).

3. Adults will commit to learning when the goals and objectives are realistic and relevant to their experiences, interests, and needs (Brookfield, 1989).

4. Adults want to be involved in directing their own learning, selecting objectives, content, activities, and assessment methods (Hostler, 1977; Patterson, 1979).

5. Adults learn best through concrete experiences in which they apply what is being learned and in informal situations where social interactions take place (Wood & Thompson, 1980).

6. Adult learners need to see the results of their efforts and to have accurate feedback on progress toward their goals (Wood & Thompson, 1980).

7. Adult learning is ego involved; adults will resist learning situations they believe are an attack on their competence (Daloz, 1986; Neimi & Gooler, 1987; Wood, Thompson, & Russell, 1981).

8. Adult learning is influenced by personal stages of development (Andrews, Houston, & Bryant, 1981; Brundage & Macheracher, 1980).

9. Many adults fear change and perceived new demands and may develop strategies to impede significant change (Neimi & Gooler, 1987).

10. Adult learning is enhanced by planner and trainer behaviors and strategies that demonstrate respect, trust, and concern for the learner (Wood & Thompson, 1980).

APPENDIX C

Staff Development Checklist

Staff Development Checklist

___1. Have staff development needs been identified and prioritized?

___2. Have goals and objectives been planned that are specific to local needs?

___3. Have building-/district-level administrators and school board members made strong commitments to the program in the form of staff and resources?

___4. Are key stakeholders (including participants) involved in planning each aspect of the program (e.g., design, incentives, evaluation)?

5. Has a formal plan been developed that indicates:

_____ topics?
_____ activities?
_____ formats?
_____ roles and responsibilities of program facilitators?
_____ timelines for activities?
_____ evaluation criteria and procedures?

___6. Are incentives for participation built in to the program?

___7. Are staff members committed to participating in the program?

8. Does the program content:

_____ address assessed needs?
_____ recognize the characteristics of adult learners?
_____ address needs that are specific to the participants' level of professional development?

9. Following initial training, does the program allow for coaching in the form of

_____ sharing of ideas and information?
_____ technical feedback?
_____ application analysis?
_____ adaptation of techniques for students?
_____ facilitating skill acquisition through ongoing support and assistance?